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ABSTRACT

This handbook is one of seven publications designed to implement the Home-Oriented Preschool Education (HOPE) Program, which uses televised, mobile classroom, and parent instruction to educate 3-, 4-, and 5-year-olds. It describes ways to help the teacher and aide equip the mobiel classroom, schedule its visits, enroll the children, and prepare activities to achieve the program's goals. Lists of specific responsibilities for the mobile classroom teacher and aide are included, along with suggestions for the development of social skills and language, materials selection, and record keeping. Also included: (1) typical problems that may be encountered; (2) suggestions for motivating children, responding to them, and guiding them in play; (3) tips for an effective storytime; (4) suggestions for working with art and music; and (5) symptoms of behavior problems to watch for. Appendices present a sample parents' guide, a sample home visitor's newsletter, lists of toys, books, and supplies, a detailed mobile classroom instructional guide, and a personal enrollee information form. (SET)

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Home-Oriented Preschool Education

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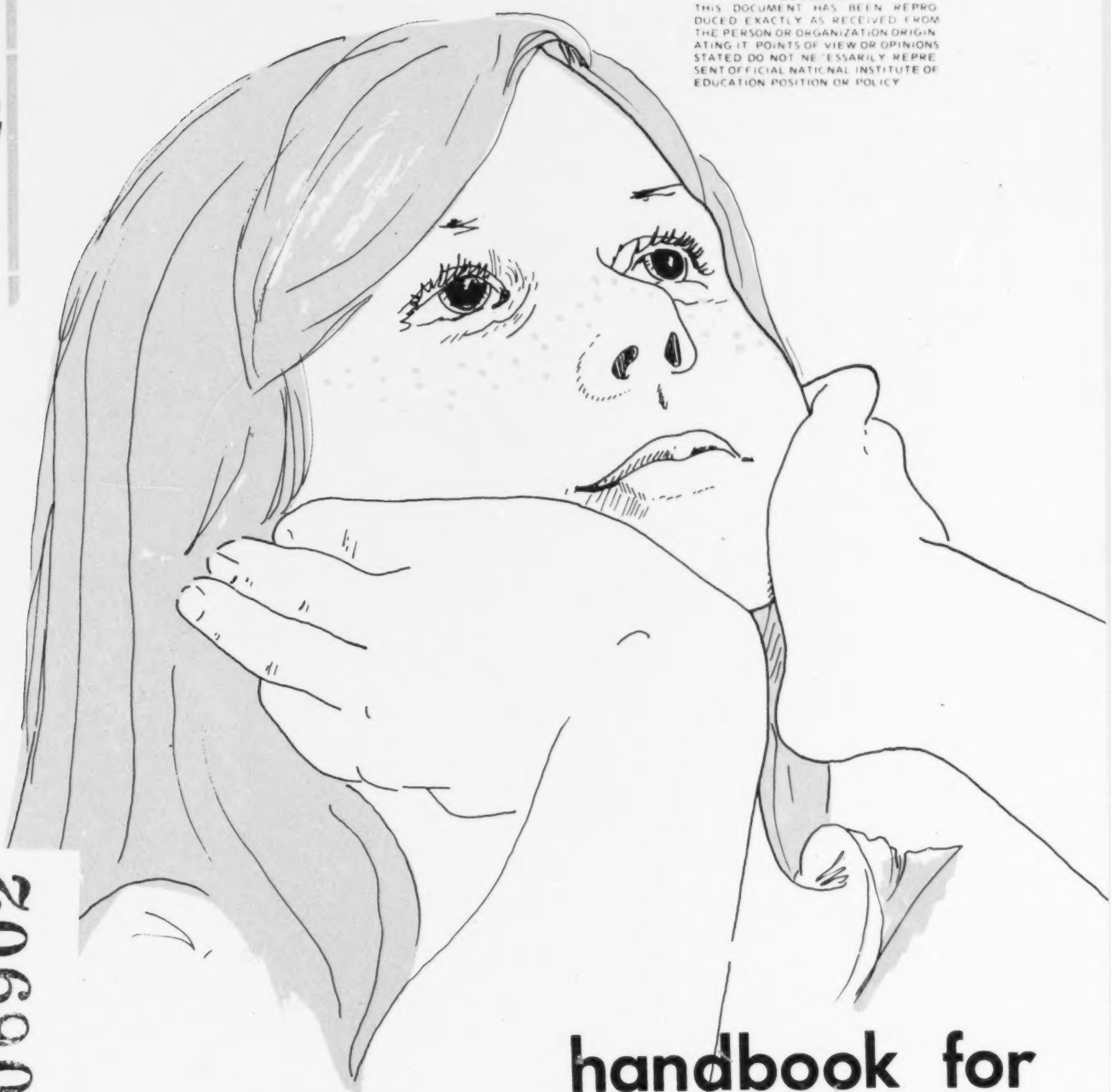

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handbook for mobile classroom teachers and aides

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Home-Oriented Preschool Education

Handbook for Mobile Classroom Teachers and aides

PS 006902

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Foreword

The mobile classroom teacher and aide are responsible for one of the three educational experiences critical to the success of the Appalachia Educational Laboratory's Home-Oriented Preschool Education Program (HOPE).

Complementing HOPE's televised instruction and the activities of paraprofessional home visitors, the mobile classroom teacher and aide involve the enrolled children in weekly activities designed to initiate social education and assure exposure to new and varied learning materials and experiences.

This handbook has been prepared to help the teacher and aide equip the mobile classroom, schedule its visits, enroll the children, and prepare activities to implement the program's objectives.

Special sections outline teacher and aide responsibilities and explain their relationship to other members of the HOPE Team. This is not, however, a how-to-teach manual. The training, experience and creativity of the teacher and aide are the essential factors in fulfilling the function of the mobile classroom in HOPE.

This Handbook for Mobile Classroom Teachers and Aides is one of seven publications designed to guide program implementation in accord with findings of a three-year field test and one-year operational test at HOPE demonstration centers.

The complete set of guides, manuals, and handbooks for use in the HOPE Program includes the

Program Overview and Requirements

Field Director's Manual

Handbook for Mobile Classroom Teachers and Aides

Home Visitor's Handbook

Personnel Training Guide

Curriculum Planning Guide

Materials Preparation Guide

Benjamin E. Carmichael, Director
Appalachia Educational Laboratory

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Here's Hope

Congratulations!

You will soon be involved in an exciting and challenging educational venture. You are about to join the HOPE team. (HOPE stands for Home-Oriented Preschool Education.) The responsibility you'll be accepting is that of either a mobile classroom teacher or classroom aide.

HOPE is a home-centered approach to the education of 3 to 5 year old children. (Even though your duties won't often take you into children's homes, you will be working closely with HOPE home visitors and parents.) The HOPE program was developed at the Appalachia Educational Laboratory, a non-profit research and development agency in Charleston, West Virginia.

Basically, HOPE is a three-part program, combining television lessons, home instruction, and classroom experience. Let's look briefly at these three parts.

Television motivates learning

Television lessons are broadcast from commercial or educational stations into the children's homes five days a week during the school year. Each 30-minute lesson is designed to motivate the preschool child to learn. Lessons are based on research-proven educational principles and carefully keyed to the other two parts of the program--the home visitor's activities and your efforts in the mobile classroom.

The television lessons are entertaining. Field tests demonstrated convincingly that the episodes capture and hold the attention of young children. But the HOPE emphasis is on attainment--not entertainment. And each television lesson helps further specific educational objectives. (Full details about these objectives are contained in the Curriculum Planning Guide.)

Parent involvement extends learning

Once a week a home visitor calls at the home of each child. This visitor is a paraprofessional, fully trained for the job and regularly supervised.

The home visitor will deliver the Parents' Guide and activity materials keyed to the television lessons and your mobile classroom activities.

The home visitor makes special effort to involve parents in their child's learning activities. For many parents this is their first significant contribution to the child's education.

HOPE encourages parents to assume responsibility for learning interaction with their children--viewing the television lessons, participating when the home visitor calls, helping them adjust to the weekly classroom session, cooperating in daily follow-up activities, and communicating information needed for the improvement of HOPE.

While enlistment of the parents in these functions is a primary goal of the home visitor, you will have a supporting role in this effort.

In some cases, the home visitor will spend extra time with a parent to establish this home-environment learning relationship. Often the decision to make this special effort will be based on the regular conferences the home visitor has with you and the field director. Your observations of the children in the classroom can be critical in making such decisions.

In HOPE, there are four home visitors for each mobile classroom teacher and aide. Each home visitor calls at approximately 30 homes each week. She schedules these visits to view the television lessons with a different child and parent each day.

The home visitor is responsible for such operational tasks as locating and enrolling children, assisting with scheduling, and gathering information for records and evaluation.

Learning in the mobile classroom

Here is where you come in. With your classroom-on-wheels you will supply the social learning component of HOPE--right near the children's homes.

Driving your rolling classroom to pre-selected sites, you will serve approximately 150 children in 10 locations weekly, providing a group experience for 10 to 15 children at each location.

Your classroom activities, correlated with television and parent instruction, are a critical factor in the fulfillment of HOPE's objectives. Perhaps most importantly, the classroom activity you will be organizing and directing will initiate the child's social education and expose him to new and varied learning materials and experiences. You will be the child's first classroom teacher.

Your mobile classroom is everything its name implies. It is a fully-equipped classroom on wheels, custom-designed for small children, colorfully decorated and durable. Carpeting, air conditioning, electric heat, and a chemical toilet assure comfort.

Your mobile classroom will move according to a schedule. Ideal, centrally-located sites are churches, schools and community centers--any central location where electricity is available. Parking lots, service stations and stores are also potential locations.

Parents will bring their children to your classroom.

You're Joining A Team

Implementation of HOPE requires the cooperation of two groups: the Materials Production Team and the Field Team. You are a member of the Field Team.

The source of your materials

The Materials Production Team is responsible for all basic HOPE tools, techniques, and printed items. These include television lessons, the Parents' Guide and child activity sheets (Appendix A), suggested home visitor activities (Appendix B), instructional guides, and other printed aids (Appendix C) for your use in planning mobile classroom activities.

The team consists of early childhood education specialists, television production experts, writers, technicians, artists, curriculum specialists, actors, and researchers. They need continuous feedback from you and the home visitors to adapt the television lessons and printed materials to the needs of children.

You and the home visitors can also help the children identify with the television personalities and assure that the children associate the mobile classroom and home activities with the televised lessons.

Your field director is your contact with the Materials Production Team. (Your field director has a copy of the Materials Preparation Guide.)

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Meet your teammates

The Field Team includes the classroom teachers and aides, the field director, and home visitors. We stress again that the parents are important to the success of the Field Team.

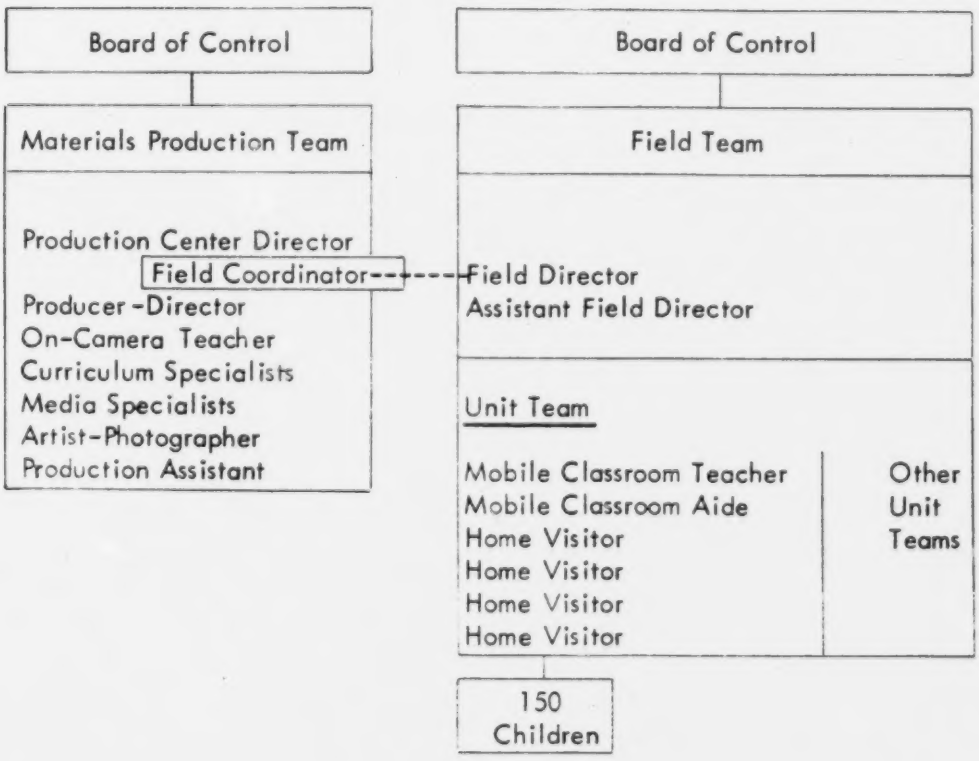
Your Field Team may serve a single community, a school district, or several school districts working cooperatively to implement the HOPE program.

You and the other Field Team members will participate regularly in inservice training for the improvement of your service to preschool children.

You are also joining another team--the Mobile Classroom-Home Unit Team. This unit consists of a classroom teacher and an aide, and four home visitors. Team-initiated procedures will permit members to keep in close contact. In this way parents' and children's needs and reactions can be communicated regularly and accurately.

The communication procedures established to include parents, home visitors, and you can include regular inservice meetings, with or without your field director. The success of HOPE depends primarily on how effectively the Mobile Classroom-Home Unit Team functions. And you are key members of this team.

HOPE Program Organization



What are your responsibilities?

The following listing of duties for the mobile classroom teacher and aide is not, of course, comprehensive. But it will give you a good idea of what your daily responsibilities will be.

The mobile classroom teacher

provides instruction in two class sessions daily, a total of 10 classes and 150 children weekly

prepares lessons for mobile classroom use based on HOPE objectives and supplied materials

conducts class activities which initiate, extend and reinforce learning in accord with HOPE objectives

provides leadership to the Mobile Classroom-Home Unit Team

suggests to home visitors areas of learning requiring home reinforcement

documents the effectiveness of the mobile classroom lessons and makes recommendations for improvement

supervises activities of the mobile classroom aide

assists in assigning children to mobile classroom sessions

maintains appropriate records, such as student attendance and progress

secures supplies and teaching equipment from the field director for use in the classroom, including art materials, books, toys, and food for snacks

shares in the driving and maintenance of the mobile classroom when assigned to this type of equipment

The mobile classroom aide:

assists in the preparation of classroom materials

assists with any of the teacher duties as directed

provides special assistance to children under teacher direction

performs other job-related duties as directed by the teacher

prepares and serves snacks

alternates in driving the mobile classroom

Both the teacher and aide are responsible for maintaining a high degree of team and individual efficiency, attending planning sessions, and regularly comparing notes with home visitors and the field director.

Where your field director fits in

The field director will coordinate your classroom activities with those of the home visitors. The director also handles the team financial and business details, supplies equipment and facilities, and oversees the processing of records and reports.

The field director is your contact with the Materials Production Team and local school system personnel. The director's responsibilities within the participating school district or regional educational agency will be in accord with established organizational structures in those agencies.

The field director also arranges for two to three weeks of pre-service training, inservice training sessions for Field Team members, and evaluation of team activities, and weekly or bi-weekly team planning sessions.

Scheduling Mobile Classroom Sessions

In the area to be served, participating children must be organized into groups and schedules must be developed for the mobile classroom. These tasks will involve you and the other members of the Field Team.

One convenient method for locating concentrations of students is use of the planning map. Colored pins or thumb tacks can be placed on the map to mark the location of participating homes. As concentration patterns become apparent, possible mobile classroom sites can be located. You and the home visitors may be asked to assist the field director in locating these sites.

Important scheduling factors

In drawing up a mobile classroom session schedule, you should consider such factors as the composition of each class, time required to travel between sites, set-up time required at each location, the hour at which the television lessons are broadcast in your area, and local school schedules.

Another important point: give the 3-year-olds a break. Many younger children normally take naps and would become listless in afternoon sessions. Also, many mothers dislike changing the child's nap time even for one day a week. So consider this when scheduling and make adjustments if possible so that attendance doesn't suffer.

Experience indicates that you'll need about 15 minutes to set up the mobile classroom at each site. Add additional time to arrange instructional materials for use. You may also find it advisable to allow extra driving time for unexpectedly adverse road or weather conditions.

Where two class sessions are scheduled consecutively at the same site, allow a half hour between classes. This will give you enough time to clean up after the first, prepare for the second, and take a short break. You might schedule your lunch break between morning and afternoon sessions at the same site.

Avoid conflicts

The children should be at home when the television lessons are aired in order to share the learning experience with parents. Records from our field test indicate that the average child requires about a half hour travel time.

Carefully check the daily schedule and yearly calendar for the local school system and schedule sessions that permit parents to provide transportation conveniently for both their school-age and preschool children. Classes should not begin before parents have seen their older children off to school; classes should end before public school children arrive home.

The HOPE schedule should observe local school holidays. To avoid distractions from older children, you might also find it advisable to schedule around public school teacher workshops and other events that release children from classes.

All this considered, it has been found difficult to schedule more than two mobile classroom sessions per day, but it may be necessary. If so, an additional session should be at a location where there are at least two other sessions scheduled.

Getting Ready For Class

The HOPE approach to early childhood education is based on the idea that concepts are understood and absorbed in a continuing process as children encounter the concepts in varying contexts. That's why HOPE has adopted a three-way approach.

The concepts introduced in the HOPE television lessons are reinforced, expanded, and clarified in your mobile classroom activities. This is achieved through the use of manipulative materials, audiovisual aids and both teacher-child and child-child interaction. (The same concepts are further developed, refined, and reinforced in the home as parent, child, and home visitor interact.)

You should keep this function of mobile classroom instruction in mind as you prepare for your first session.

Planning classroom activities

The mobile classroom provides opportunity for group involvement and actual experience. Neither is possible as the child watches a television lesson. The viewing experience is vicarious and interaction with television characters in the fullest sense is impossible.

In the mobile classroom the child can actually carry through what the television lessons suggest--take required objects in hand, make contact with other people, play, talk, work, and solve problems. This is the relationship of the televised lessons to the mobile classroom that you should keep in mind as you plan activities.

In planning activities that relate to the TV lessons and exploit the advantages unique to the classroom setting, you will refer regularly to the HOPE Curriculum Planning Guide. You will also be supplied instructional materials from the Materials Production Team. This printed matter will inform you of the television lesson objectives, all of which would be incorporated into your classroom plans. A Curriculum Planning Model, including samples of these printed materials, is found in the Curriculum Planning Guide.

In your role as head of the Mobile Classroom-Home Unit Team you should coordinate your lesson plans with home visitor activities to assure complete fulfillment of current HOPE objectives.

Some things television cannot do

Television has proven to be an effective tool for teaching preschool children, particularly in the improvement of cognitive skills, language development, motor skills, orienting and attending skills, creativity, and self-expression. But television alone cannot meet all the objectives which are essential in the development of the preschool child. To complement and reinforce the television lessons you must select specific objectives from the complete list in the Curriculum Planning Guide and plan related classroom activities. The following tips have been included to help you meet the special educational needs of young children.

Social skills of preschool children vary greatly. Some in the 3 to 5 age group are mature and poised. Others may be too shy to communicate. Some are self-absorbed and seem unaware of the presence of other children and adults. So the first milestone for many of your boys and girls will be the establishment of a relaxed relationship with the new adults in his life--the classroom teacher and aide.

For many preschool children, particularly the younger ones, parallel play with one other child may be the beginning point for the development of new social skills. As you've probably observed, two children may play side-by-side for some time before they begin to interact. With your help, children can be paired in play; pairs can be merged into small groups, which in turn can be enlarged. New levels of sharing and social interaction can be attained.

Language development for young children should be considered in both its expressive and receptive aspects. The classroom setting and activities should provide opportunities for children to verbalize their experiences, communicate with their peers and with you, and develop new skills in deriving meaning from the language of others. The manner in which you ask questions and prompt responses

can guide children into steadily maturing patterns of thought and speech. Questions which can be answered by "yes" or "no" or a nod of the head promote little language growth. Questions like the following, which require explanatory responses and guide children into elaboration of their thoughts, can stretch the child to new levels of language expression:

"How did you build that block bridge?"

"Tell Jimmy what happened when you pushed your dump truck over the bridge."

"What happened when the dump truck turned over?"

"What do you think made it turn over?"

"Why did the bridge fall down?"

"How can you and Jimmy make a bridge that won't fall down?"

"Ask Jimmy to tell you about the big bridge he crosses on his way to school."

"What would happen if a dump truck fell off a real bridge, Jimmy?"

Inquiry and exploration of the classroom environment can be enhanced if you arrange fresh materials, toys, and learning games so that the children can move about freely--sampling, testing, and trying new things. Your classroom schedule should make allowances for children's explorations and for the satisfaction of their curiosity.

Simple arrangement tricks can create a stimulating classroom environment and prompt children to ask questions. Provocative materials, toys, games, and real objects can be arranged on low tables or in play centers on the floor in a way that will invite questions. Construction games, toys, and activities stimulate children to ask the kinds of questions which reflect creative thinking. Your responses to children's initial inquiries can guide them into improved uses of questions. For example:

"Mrs. Fields knows how to put that toy clock together. What will you need to ask her so that she can help you?"

Creativity and self-expression are fostered by free exploration, flexibility, and openness. A young child needs many opportunities to make choices, to think for himself, to build what he chooses to build, to splash his feeling in bold colors on paper with no finished picture before him, to squeeze and pound out clay shapes with no model except his own thoughts and feelings and reactions to the responsive material in his hands, to test and experiment with the sounds of his own voice and the movements of his own body.

Those are four illustrations of the HOPE approach to fulfillment of the mobile classroom's unique function. The Curriculum Planning Guide contains additional suggestions. Beyond that, you're limited only by the bounds of your imagination.

Creating classroom activity patterns

To a large extent, the manner in which you pattern activities in each classroom session will depend on your teaching style. You will probably find it helpful, though, to alternate activities of short duration (remember, young children have short attention spans) and activities that require physical participation with less active periods.

Relatively limited floor space in the mobile classroom will likely influence the order of activities. For example, you will probably serve the snack when tables and chairs are set up for some other purpose to avoid setting them up an extra time.

A typical class might be scheduled in five distinct periods, as follows:

Free activity--when children select their own amusements and engage in either individual or group play. If this is scheduled at the beginning of the session it accommodates the varying arrival times and permits the children to adjust before more formal activities begin.

Quiet group activities--when children listen to stories as a group, engage in other listening activities, share experiences, and become involved in various language and cognitive activities. Not all children should be expected to participate in group activities for the same span of time because of their varying ages.

Physical activity--including musical activities, rhythmic movement, dramatizations, and games.

Individual work--when children will be engaged in independent projects, all of which can be accommodated in the classroom at a given time. Art activities might be used here. Some children may use headsets to listen to music and stories while they are working.

Snack--serving the snack at the end of class may prove most economical in terms of time. Children can leave one by one as they finish their snack and clean up or engage in individual play while waiting for their parents to arrive. Scheduling snack time will depend on many factors, such as length of the session, time of day, and composition of the group.

Selecting appropriate materials

When selecting learning materials for the mobile classroom, you should consider

- the needs and interests of the three age groups
- the five categories of objectives identified in the Curriculum Planning Guide (cognitive, affective, psychomotor, orienting and attending skills, and language)
- the social learning purposes of the mobile classroom experience
- the content areas which are suitable for 3-, 4-, and 5-year-old children
- the safety and durability of toys, games, and manipulative materials
- storage provisions

Many young children whose vision, coordination, and dexterity are not yet fully developed will need toys, games, and pictures in which details are minimized. Large, simple toys, and objects which call for large muscle use should be available for the less mature children. These include blocks in varied colors and sizes, nested boxes, picture puzzles with only a few large pieces, graded rings to be fitted on sticks, large cloth dolls, etc.

For the less mature children, pictures in books and on cards should be large with distinct contrasts in shape and color, but with a few details to challenge the child's developing vision.

Children who are physically more mature can play with toys, games, and puzzles of increasing complexity. Examples are construction blocks, logs, interlocking trains, housekeeping and doll house items, rhythm instruments, hand puppets, etc.

Toys, games, and materials which children can share should be selected which will contribute to the development of new social skills, and which will stimulate language communication as they play and work together.

The content of preschool learning activities should relate to the children's lives and personal experiences, with allowances for expanding and enriching those experiences. Young children find it difficult to distinguish between fact and fantasy, and their storybooks should be chosen and used with this in mind. Whenever possible, bring real objects into the classroom for children to examine and compare with manufactured items.

Careful attention to safety is important when selecting games and toys for children. Check materials carefully to avoid those items with sharp points or edges. Nontoxic paints should be required. Preschool children should not have access to beads or other objects small enough to be swallowed.

The energetic use of toys and games in the mobile classroom makes durability particularly important. Sturdy wheel toys, unbreakable dolls, cloth or cardboard books, wooden puzzles, and moving toys designed for classroom use are worth the added cost.

Storage space in the mobile classroom is an important consideration in selecting materials. Many early childhood materials are packaged in their own storage containers. These are useful in organizing the classroom and helping children develop responsibility for clean-up tasks. Although some materials may be stored in the field office until they are needed, your tasks will be greatly simplified if transfers of materials are minimized. Before ordering materials, become familiar with the storage space in the mobile classroom. Consider space limitations when you select toys, games and other items. (See Appendix D for a sample listing of books, games, toys, and other instructional supplies.)

Health and safety

Although children are in the mobile classroom for relatively short periods, it is necessary to provide for their health and safety. Parents should be made aware that sick children cannot be cared for adequately in the mobile classroom. If symptoms of illness are observed on a class day children should be kept at home.

It is unlikely your mobile classroom will be equipped with a telephone, so it will be necessary for you to arrange for the use of a phone near the classroom site if a child becomes ill or is involved in an accident. Compile a list of home telephone numbers.

You should obtain a brief medical history of each child, including information about such health factors as allergies, childhood diseases, physical disabilities, vaccinations, and other immunizations.

Record keeping

It will be necessary for you to maintain records on student attendance, personal student information, mobile classroom travel and snack menus. You and the field director share the responsibility for developing a record-keeping system.

Basic information for student records should include the child's full name and nickname, birthdate, parents' names, home address and telephone number, the telephone numbers of two relatives or neighbors for emergency use, any unique medical information and names of other children with whom the student may share rides. (See Appendix E.)

You will also find it helpful to maintain anecdotal records on each child. These may include notes on classroom incidents that indicate progress, learning style, social habits, typical or unusual reactions. You might also collect samples or descriptions of student work and activities along with pupil evaluation instruments.

Preparing For The Unexpected

The program and operation of the mobile classroom have much in common with classrooms everywhere. Generally, you can anticipate the same kind of surprises which would occur in any preschool class. But in some aspects the mobile classroom is unique. Anticipation of problems which might arise in either the operation of the mobile unit or the conduct of the instructional program will enable you to minimize them.

Operational difficulties that could arise

Problems you may encounter in operation of the mobile classroom unit generally relate to weather conditions and mechanical difficulties. Some typical problems:

If unpaved parking sites are selected the mobile classroom may become mired in the mud. The interior of the classroom will be muddied. Effort should be made to find paved or elevated grassy sites.

Snow and ice create hazards for you and parents transporting students. Cancel classes if driving becomes dangerous. (Cancellations may be announced via television and radio broadcasts or telephone relay setups. Parents should be advised in advance of the method to be used.)

When classes are not cancelled despite foul weather, be prepared for extra work. Driving takes longer. Snow and ice must be removed for the children's safety. And extra attention will be required to assure adequate heating in the classroom.

Power failures, high winds, and thunderstorms will sometimes occur while classes are being held in the mobile classroom. You should prepare the children in advance by discussing weather, conducting simple experiments, and perhaps showing filmstrips.

Regular servicing of the mobile classroom will prevent many problems, but unexpected mechanical failure may still occur. You should be familiar with warning gauges and recognize overheating, and low oil pressure and water level.

The following should be considered standard equipment: garage and service station credit cards, heavy-duty gloves, flares or reflector lights, complete first aid kit, fire extinguisher, and accessible telephone.

Be sure you receive instruction on the proper use of flares and fire extinguisher before you assume your duties. Keep the mobile classroom's emergency brake in proper working condition and set it whenever the classroom is occupied.

Other problems

Problems unique to the mobile classroom result from its small size, isolation, and the dependency on parents to provide transportation for the children. Some situations you should anticipate:

Early in the year the mobile facility may seem strange to the children. Some may be frightened at the prospect of climbing the steps and entering the classroom, using the unfamiliar chemical toilet, or feeling the movement of the classroom when filled with energetic children. (Many of these

fears can be dispelled by scheduling an orientation day so that parents and children can visit the mobile classroom and meet the teacher and aide.)

In the free-play time, because of limited space, children may collide during physical activities or inadvertently disturb each other's games. (You can minimize this by careful planning and organization of activities and by stressing self-control and tolerance.)

You may experience problems when a child becomes ill or is injured. Both teacher and aide should know emergency first aid. A complete first aid kit should be standard equipment in the mobile classroom.

Difficulties may arise because parents are required to provide transportation for their children. They may bring the children late, neglect to pick them up on time, fail to pick them up altogether, send a friend to pick up the child without notifying the teacher, or ask to have their children picked up by the mobile classroom as it passes their home. They may even ask home visitors to provide rides for their children. Other parents may bring their children to the mobile classroom too early.

A letter to the parents at the beginning of the school year explaining transportation procedures will help prevent most of these problems. If parents understand that you need time to prepare before students arrive and time to clean up before moving to a new site, they are usually cooperative in observing schedules. Chronic problems with tardy parents should be dealt with directly. Often the home visitors can be of assistance in such matters, but major responsibility rests with the teacher.

The mobile classroom has no space to isolate children who are ill, injured, crying, or otherwise distracting the class. When a child's behavior is disruptive, your first recourse is to identify the problem and solve it. Often it helps to engage the child in an interesting activity.

The teacher's aide often can help by giving individual attention to a child while the teacher continues with group activities.

Some imes a walk outside will help a disturbed child to feel more secure. Discipline problems are best handled outside the classroom, where other children cannot become involved. But frightened children sometimes benefit from the company of others, and an upsetting situation can sometimes be turned into a learning situation for all if it can be handled in a manner which will encourage children to face reality and become more tolerant of others.

Teaching Techniques

HOPE is designed to stimulate your creative teaching talents. The aids prepared by the Materials Production Team and the methods and techniques described in this guide offer many suggestions which you will find helpful, but the richest experiences in the program will evolve from your own imaginative responses to the specific needs of children in your classroom, your own understanding of their unique personalities, and your professional expertise.

We believe, however, that you'll find the following technical information useful.

Motivating the young child

Most young children want to learn, but their natural motivation can be either weakened or strengthened by their early learning experiences. As you satisfy a child's thirst for knowledge, you can make learning a joyous occurrence and guide him into new and more complex interests.

Your thoughtful arrangement and use of a variety of learning materials can contribute greatly to motivation, but it is not enough merely to make those materials available. You must also make each child aware of their different uses. Encourage the child to explore, experiment, and discover for himself what can be done with each.

Some suggestions which may help you motivate the young child:

Direct the child's attention to little-noticed objects.

As children explore their environment and experiment with new materials, allow them to struggle in their efforts, giving help only when necessary to avoid frustration and only as much help as needed to maintain interest.

Listen when children talk, and let your eyes and your gestures as well as your verbal responses show your own interest and enthusiasm.

Talk to the child about the activity in which he is engaged. Help the child become aware of his own knowledge by asking questions.

Offer suggestions for exploring objects available in the mobile classroom, in the home, or out-of-doors.

Discuss experiences which the child may have had outside the classroom, such as shopping with his family, visiting friends or relatives, or playing with a friend. Suggest that he draw a picture describing the experience.

Stimulate the use of blocks and building toys by calling attention to a school building, church, or house close by. Ask the child leading questions on how the building was constructed. Suggest that he reconstruct it with blocks.

Motivate dramatic play by making props and costumes available when possible. Provide men's and women's clothing for "dressing up" to play house.

Vary the manner in which information and ideas are presented. "Telling" is a far less effective way for the preschool child to gain information than self-discovery. If field trips are not possible, you may want to consider bringing community resources into the classroom. Also, you could provide first-hand experiences in cooking, using the stove and refrigerator available in the mobile classroom. Use books, filmstrips, records, movies, and pictures as supplements to real experiences.

Each child is motivated according to his own personality and individual interests. It is rarely possible to apply a single technique which will stimulate the entire group to positive involvement and interaction in classroom experiences. Children themselves provide the best clues to their own individual motivations. If you listen seriously to children's ideas, accept their suggestions, incorporate them into the day's activities, remain flexible and warmly responsive, and perceive each child as an important person--however young and dependent--you will have mastered the basic key to motivation. The children will do the rest.

Responding to young children

Young children are particularly sensitive to the responses they receive from adults. Much of their behavior is a way of testing to determine what is expected of them in a world that is still new and strange. In the responses of others whom they view as important, young children find their values, behavioral patterns, and perceptions of their own worth. The responses which you make to children are probably the most significant factors of the classroom program.

In dealing with young children, your nonverbal responses weigh even more heavily than those which are spoken. If a preschool child had the word mastery to express his reactions, he might shock you by saying something like this:

> *Teacher, please like me. And if you like me, look at me when I talk. Smile at me when I come to you; and now and then send me a smile across the room just to let me know you're glad I'm still here. And listen--really listen--to what I tell you.*
>
> *If you care what I think and what I like, do something to let me know it's important to you. If I tell you, with wonder or laughter, about a baby chicken I saw, read to me about chickens. Show me pictures of chickens in my books. Let me draw and paint pictures of my own. Help me find toy chickens in the classroom farm set. Take me to see a setting hen or an incubator. If you can, bring a real baby chicken to class and let me share my joy and wonder with my friends.*

If you don't want me to be afraid, show me that you're not afraid. Show me with your eyes and your smile and your quiet, steady movements that everything is all right. Move close to me and touch me once in awhile with a sure and gentle and caring hand--a hand that doesn't pull away too quickly and doesn't shake when you touch me. Don't move too fast, or wrinkle up your eyebrows, or tighten your mouth, or let your neck and shoulders get all pinched and hard.

If I do something I'm not supposed to do, show me with a shake of your head or a movement of your hand that I can understand. Look like you mean it, but please don't look mad. Give me time to figure out what your hand and eyes and head are saying to me. Don't change your signals after I've learned to read them. Sometimes--lots of times--just show me something better to do.

If you like being my teacher, have fun with me. Let me hear you laugh with real joy. Let me see you wonder about new things. Don't sigh, or look too tired to move, or close your eyes and shake your head as though you're ready to give up. And when I look into your eyes, let me see a me whom I can like, because I see a you who likes me. (by Nita Nardo)

In verbal responses to very young children, voice control is at least as important a technique as your choice of words. The tone of your voice, the rhythmic pace of your speech, and the variations of your vocal inflections can be combined to communicate excitement, affection, confidence, reassurance, pride, or joy. If your voice is not well-used and controlled, you may communicate negative emotions such as fear, anger, disinterest, irritation, or revulsion, which deafen children to your actual intent and breed anxiety which can negate the most positive purposes you have arranged.

Your verbal responses to preschool children should be carefully chosen with consideration for the limits of a young child's understanding of language, his need to learn new words and speech patterns of increasing complexity, his natural tendency to mimic, and his sensitive reactions to expressions of approval or disapproval.

In the classroom use a vocabulary familiar to children. When you use words which are new, explain, illustrate or demonstrate them and repeat them in varying contexts. The language which you use in the classroom becomes a model from which children can derive new language patterns of their own. Baby talk is neither a good example nor an effective way to communicate your affection.

Verbal responses to young children should be positive most of the time. The child's natural curiosity and eagerness to try new things can be quickly subdued if "no" responses consistently outnumber those which they hear as "yes." Words of derision which belittle or shame children have no place in the preschool classroom. Words of praise, recognition, appreciation, encouragement, explanation, acceptance, and genuine affection should comprise a major portion of your language.

Avoid those responses which communicate little to children. "All right" and "okay" are greatly overused expressions which alllow for little feedback. You can and should train yourself to make more positive responses, such as, "Good, Johnny," or "I like the way you said that," or "That is a good beginning. Tell me a little more."

Make your explanations and directions to the preschool child simple and clear. For many children it is advisable to give only one direction at a time, waiting for the child to complete each step before proceeding to the next. The complexity of directions can be gradually increased as you help children learn to listen and recall the sequence of spoken instructions.

Guiding children in play

Much of a young child's learning is rooted in his play. He learns about his physical environment as he explores its parts and plays with the objects around him. He becomes a social being as he plays with his peers--interacting, mimicking, sharing, discovering, and expanding his own emotional capacities and testing the emotional reactions of others.

As you arrange each day and guide your preschoolers through their activities, allow for both planned and free play. It is important to recognize the wide range of differences in maturity which are reflected in children's play and provide for these various levels:

Solitary play--for those who cannot yet relate to others in the group, or who sometimes simply prefer to play alone

Parallel play--in which two or more children play side-by-side but with minimal interaction

Partner play--in which two children play together but cannot yet tolerate a larger group

Group play--in which several children play together with the beginning of social group interaction (it may be formal, as in organized games, or informal, as when several children come together and create their own play activities)

Free play in the classroom does not mean that children are allowed to engage in wild, screaming activities without direction. It means that the child has opportunities to choose what he will play, how he will play, and with whom he will play. If you have arranged toys and playthings carefully, allowing space for comfortable movement, the free-play period can be a time for concentration, language growth, exploration, problem-solving, planning, recall, organization of ideas, and relaxation.

During free play, enter the activities only as a guide, helping the child who becomes frustrated, redirecting those whose interest wanes, mediating if arguments become heated, reassuring the timid, soothing the restless, and maintaining a balance between stimulation and relaxation.

Group play should not be forced on children who show no interest. Playing with others is a natural phenomenon which should be allowed to emerge in its own time and order. As a young child observes others in the classroom who are having fun in shared activities, he will soon join them and discover for himself the delights of group play.

Much of the young child's play will be with toys, models, real objects, and the "stuff" of his physical environment. As he plays, his active mind is framing the questions and discovering the answers which feed his curiosity and expand his capacity to learn.

Admire the child's creations and occasionally ask questions about his games, but if his concentration is deep, don't intrude. He may be learning far more on his own than you can ever teach him.

As long as children are not being willfully destructive, you need not be too disturbed if a toy gets broken, a page gets torn, or paint drips off the brush. It is far better for classroom materials to wear out from good use than to allow children's curiosity and creative energies to be stifled by excessive concern for maintenance.

Knowledge is locked in language

When you meet your preschool children for the first time, you will find that their levels of language development vary widely. Some will surprise you with their remarkable command of language. Others may be able to communicate only in one or two-word phrases or sentences. These differences will challenge you throughout the year.

Research is rife with evidence that language and intellectual capacity are closely related. Most people think in verbal images. Much of their knowledge is locked in words and organized in phrases and sentences. Their systems of communication with each other, and with the minds of the past and the future, are dependent upon language.

At the ages of 3, 4, and 5 a child can progress in language development at a rate which is not likely to be matched again in his lifetime. He learns new words and discovers new meanings for words at a marvelous rate--provided he is in an environment planned for the purpose. He builds words into phrases, sentences, increases complexity, organizes them into new patterns which form the foundations of reason and logic. His new prowess with language opens his intellect and expands his capacity to learn.

Your provision of experiences to nurture language growth requires consistent planning and constant awareness of the importance of your own verbal exchanges with children.

As you select objectives for language development (see complete listing in Curriculum Planning Guide), you should be acutely aware of these opportunities for language growth which should be provided for preschool children:

> opportunities to hear language which they can understand, but which will impart new meanings and teach new patterns of expression
>
> opportunities to verbalize their own experiences--to give names to new objects, people, places, animals, plants; to describe actions, the sequential order of events, and the relationship of one occurrence to another
>
> opportunities to express feelings and emotions in language
>
> opportunities to hear and speak in comparative terms--to find words which will help qualify, arrange, classify, measure, adjust, and frame the physical environment into new mental distinctions

These opportunities should be built into each session's schedule and made a part of almost every activity. New vocabulary concepts are listed on the Mobile Classroom Instructional Guide.

By the way, read to your children often. Let them see you use books often enough to discern that you are finding language in the strange symbols on a printed page. Let them find joy in stories read and re-read, told and re-told--even to the point that they can join in when you reach the familiar part of a favorite tale or rhyme. Let their storytime be a time of joy. Let them react, question, and comment. Let them relate the stories to their own experiences and share those experiences with each other.

Some tips for an effective storytime:

- Try to read to the children each week.
- Show your own enthusiasm for the stories you read or tell.
- Select stories and poems which are short, have simple plots, and are carefully, colorfully illustrated.
- Give children opportunities to choose the kind of stories they wish to hear.
- Before you begin to read, stimulate their interest by discussion or by showing an object or picture related to the story.
- Ask questions which will encourage children to talk about the story you have read.
- Keep books in a place where children can examine them freely.
- Teach them how to care for books, how to hold them, and how to turn the pages.
- Bring new books into the classroom frequently and repeat favorite stories.
- Encourage children to retell the stories to their friends.
- Suggest followup activities such as play-acting, puppetry, picture-making, and group retelling.
- Make poetry a regular part of your reading and help your students learn rhymes and songs.

- Encourage children to make up story endings, complete stories, rhyme endings, and jingles.

- Use pictures and real objects to stimulate children to tell stories of their own.

It is important to take notes on student interests and language needs for use by the home visitor in encouraging parents to enrich their children's language at home.

Experimenting with the tools of art

A young child possesses a natural desire to express himself through art. In the mobile classroom it is important to provide many opportunities for children to experiment with the tools and materials of art--finger paints, paint, crayons, clay, brightly-colored paper, and cloth.

The child's first efforts may be purely manipulative, but in time he will direct his efforts toward creative outcomes.

Art for young children should be open to experimentation, not patterned on models or restrained by concern for technique. Encourage them to try new combinations of color, discover new shapes, and find joy in experimentation.

Provide materials and tools for the child to make things out of the "stuff" of his physical environment--boxes, cans, bits of wood, blocks, wheels, clay, and cardboard.

Let children share their art with each other and with you. View their work with respect, not judgment. Encourage them to tell you and others about their creations. Let them get satisfaction from their creations.

Making music

Music is an experience in which the child can be an active participant. At a very early age he can became involved in singing, playing musical instruments, listening to different kinds of music, and moving in response to music. Rhythm is inherent in most young children. You have only to watch a group of them to realize that they naturally create rhythmic patterns when they are playing, running, walking, pounding, swinging, or pedaling a tricycle. Encourage your students to listen to the rhythmic beat of music and to respond with movement to that beat.

Make music a joyful part of each child's life. Help him to express his feelings, emotions, and thoughts through music. The mobile classroom teacher should provide opportunities for musical expression by encouraging group singing, soloing, spontaneous singing or chanting, and active listening. Creative expression in music should be integrated with all of the child's experiences.

Occasionally use background music as children engage in free play, during snack time, or while work periods are in progress. Allow the children to absorb the sounds and rhythms, and to respond freely--each in his own most natural way.

When And Where To Turn For Help

You will encounter many children who need help which parents may not be able to provide. When you find a child you think should receive outside attention, consult with your field director. The field director is familiar with the various health and welfare agencies and can recommend appropriate action in making referrals to agencies or obtaining assistance for a parent or child.

In your work with parents and children it will be necessary to note conditions or occurrences which suggest a need for referral. Many physical, emotional, or psychological problems can be corrected if they are diagnosed and treated early. You cannot presume to make a diagnosis yourself, but you are in a position to observe behavior which may be symptomatic of serious problems.

Watch for these symptoms, any of which may indicate the need for referral:

- Does the child consistently move his head unusually close to objects or pictures he is examining?
- Does he habitually turn objects or pictures at a peculiar angle when he looks at them?
- When he reaches for a toy or other object, does he frequently misjudge and have to feel his way to touch it?

- When you talk to him, does he consistently ask you to repeat, or turn one ear toward you while you are speaking?

- Does he consistently show no reaction to loud noises behind him?

- Is he unusually listless even when he has just had a nap, or early in the morning?

- Does he tire too quickly during physical activities when there is no apparent reason for exhaustion?

- Does he have marked speech defects other than the baby talk or lisping habits common to many youngsters?

- Does he have a severe lack of language, or does he frequently seem unable to understand what is said to him in simple language?

- Does he consistently forget what has been said to him, what he has observed, or how he has done some simple task?

- Does he frequently have extreme emotional outbursts over trivial matters?

- Does he bite his fingernails or show other signs of extreme nervous reaction?

- Is he inclined to be excessively frightened by minor matters, to withdraw, cling to mother, suck his thumb, or show signs of fear beyond what is normal at his age?

- Are there evidences of extreme economic deprivation which are causing serious hardship for the child?

Appendix A

JANUARY 1973

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

around the bend
PARENTS' GUIDE

Volume 1 | Activities for Use with "Around the Bend" TV Lessons | Number 14

Illustration from *ON THE MOVE*, September 1971
Courtesy of Immaculate Heart College, Los Angeles, Calif.
Artist: Frank Salazar & Associates/Design Office

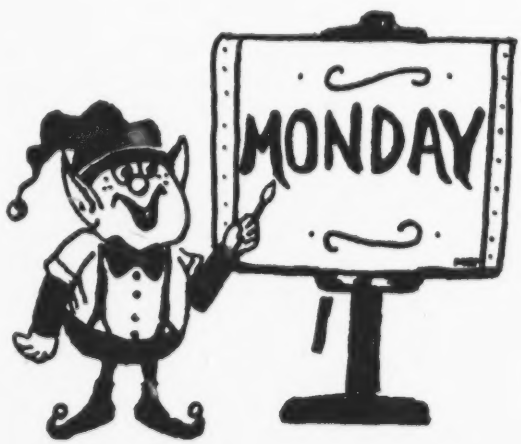
Becoming Aware of the World

Young children need varied experiences using their five senses. Give your child the opportunity to express himself concerning the things he sees, feels, smells, tastes, and hears. Encourage him to use his five senses to arouse his curiosity. Provide the opportunity for your child to experiment and question the things he does not understand. Give him as much help and guidance as he needs and asks for. If your child has experienced something new and wonderful, listen respectfully and show him that you are as thrilled about his discovery as he is. This will help encourage his curiosity.

Your child will be asked to identify geometric shapes while playing a game. He will have an opportunity to learn about the letters r and B.

Learning About Money

● What It's About: Magic Hollow characters act out the story of "Henny Penny." Patty and Roy identify pennies, nickels, and dimes and explain the value of each. Patty shows children's pictures. Watch for a letter on the toy train and listen for the song, "Little Red Caboose." Your child will use Activity Sheet B-64.



MONEY

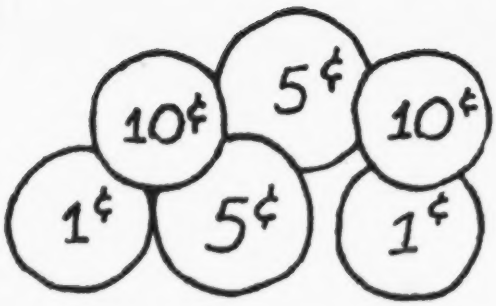
Money is for spending
Buying food, toys, and clothes.
Money is for saving
Till the piggy bank grows;
I wish I had a penny,
A nickel, or a dime.
So I could buy a little toy
And share it all the time.

Mabel Little

–More Monday Activities on Page 2

MONDAY ACTIVITIES—continued

Pennies, Nickels and Dimes



Patty and Roy talk about the value of a penny, a nickel, and a dime. Help your child cut out the play money (Activity Sheet B-64) before the program begins so that he can identify the coins as Patty asks questions about them. If real coins are available, ask your child to identify them. Mix the coins up and ask him to identify the largest coin, the smallest coin, the coin that will buy the most, and the coin that will buy the least amount of something.

What's in the Trunk?

- What It's About: Algie and Patty talk about some things they find in a trunk. Patty asks, "Did you ever get to like something that you have never tried before?" She will talk about the shapes of a circle, square, triangle, and rectangle.

- Home visitor delivers: calendar for January

What Day Is It?

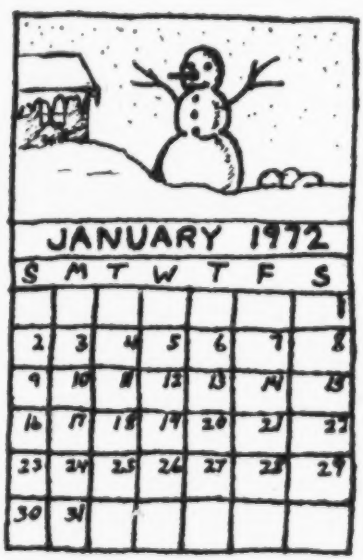
What does a calendar tell us? Your child will receive a calendar for the month of January. Encourage him to draw a picture at the top of his calendar and hang it in a special place where he can see it each day. Perhaps you have a calendar of the whole year (12 months) that he can look at.

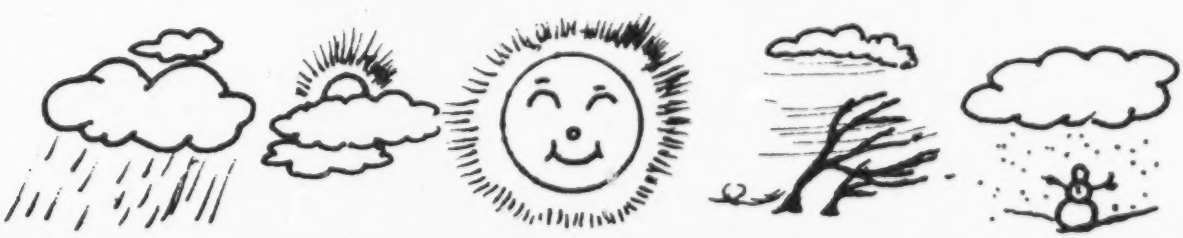
Discuss the dates on the calendar with your child and point out the days in a week and the months in a year. Ask him such questions as:

- Do you know which month your birthday is in?
- Do you know the date of your birthday?

Help your child find his birthday and mark it on his calendar. Suggest that he mark the birthdays of other members of the family and special holidays with your guidance.

Your child may wish to draw a picture or make a certain design in the spaces on his calendar to represent the different kinds of weather, such as cloudy, rainy, or sunny.





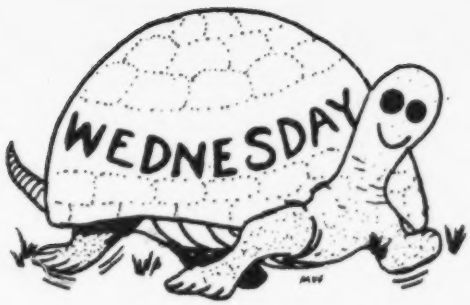
Hurricane!

● What It's About: Which kind of weather do you like best? Rain? Snow? Sun? Patty asks the children to help with an activity about the weather. The letter **r** is introduced. Your child will use Activity Sheet B-54.

● Home supplies: scissors, paste

RAIN, RAIN, GO AWAY

Rain, rain, go away,
Come again another day:
Little Johnny wants to play.



Patty moves to music entitled "Hurricane." Encourage your child to move to the music with Patty. Ask him what the music tells him about a hurricane. Encourage him to draw a picture showing what he thinks a hurricane would do to a place. Explain to him that a hurricane is a very, very strong wind—so strong that it can blow houses down, push ships onto the land, knock down trees, and blow big trucks off the road.

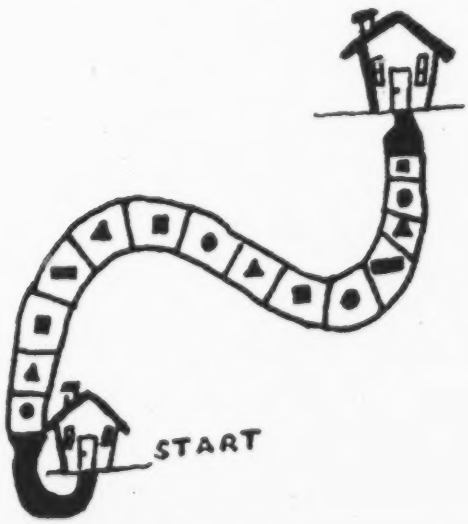
Most storms are not hurricanes.

Play 'Around the Bend'

● What It's About: Patty encourages children to become more aware of the five senses: taste, touch, smell, hearing and sight. The numeral **0** is introduced.

● Home visitor delivers: **Around the Bend Game**

● Home supplies: flat button or other object to use as a marker for the game, scissors, paper fastener



Patty will be talking about the sense of touch today. Suggest that your child move about the house feeling everyday objects. Encourage him to describe how they feel—rough, smooth, etc. Then help him make rubbings of textures he finds interesting. To do this place fairly sheer white paper over an object and rub with the side of a crayon.

Your child will receive the **Around the Bend Game** to play with during the program. Help him cut out the pointer and fasten it to the center of the circle with a paper fastener. Allow the pointer to be loose enough so that it can be spun around to show your child which shape he is to move his marker to on the game.

'Friends Are For Loving'

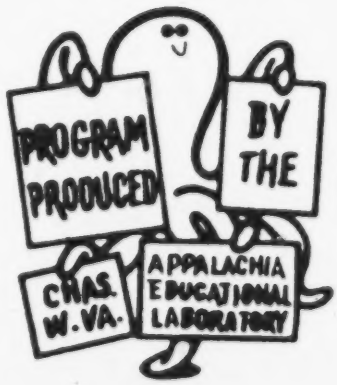
● What It's About: Patty decorates a birthday cake. She writes "Happy Birthday" on the cake. A story, "Benjamin's Birthday," is told by Patty. The letter **B** is reviewed.

Discuss with your child the importance of having friends, sharing, and doing things that make others happy. Point out to him that it is fun having friends to share birthday cake and toys with. Friends are fun to play with and talk with whenever we are lonesome and need to be with someone.

NOTE: The poem, Friends Are to Play With, by Elaine M. Ward is copyrighted 1968 by Graded Press and is not available for reproduction at this time. It appears in Nursery Days, Feb. 2, 1969 issue

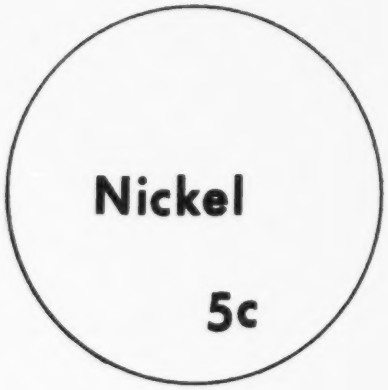
A friend does not really have to be a person. It can be a favorite tree that gives us good fruit, a pet that makes us laugh, a flower that smells good and looks beautiful, or a creek that flows softly by as we cool our toes on a hot summer day.

Ask your child to name some of his friends and tell about the things he likes to share with them.



Quarter
25c

Quarter
25c


Nickel
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Dime
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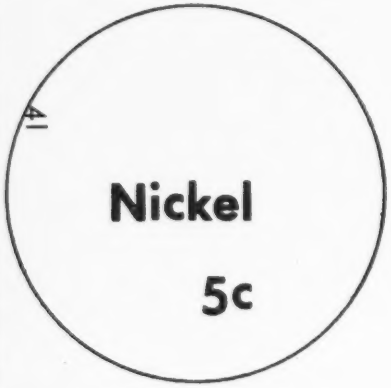
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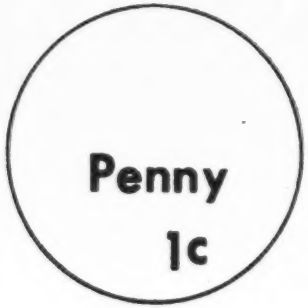
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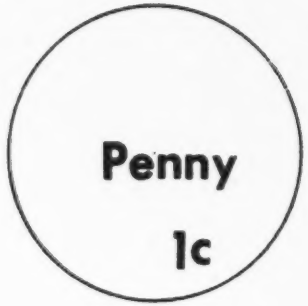
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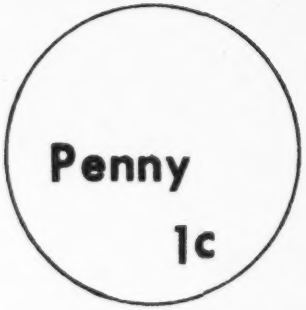
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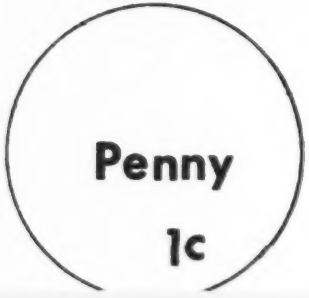
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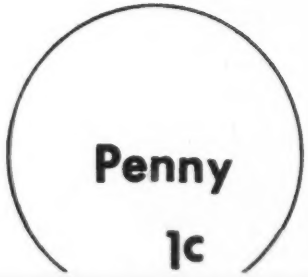
Penny
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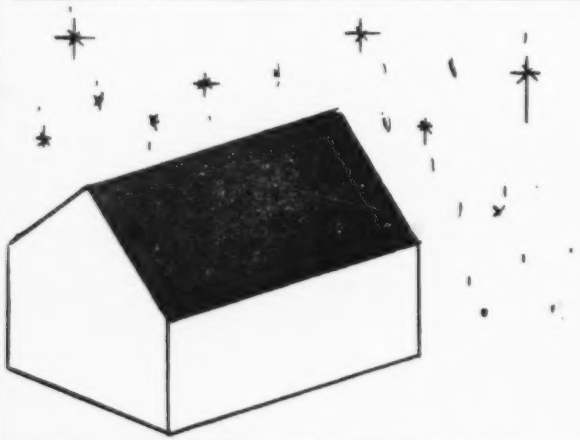
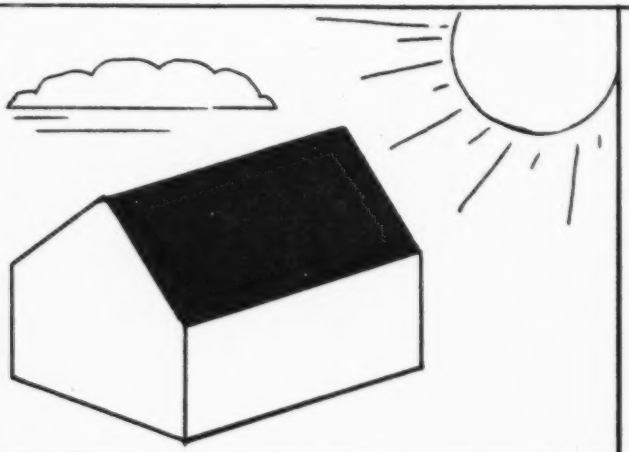
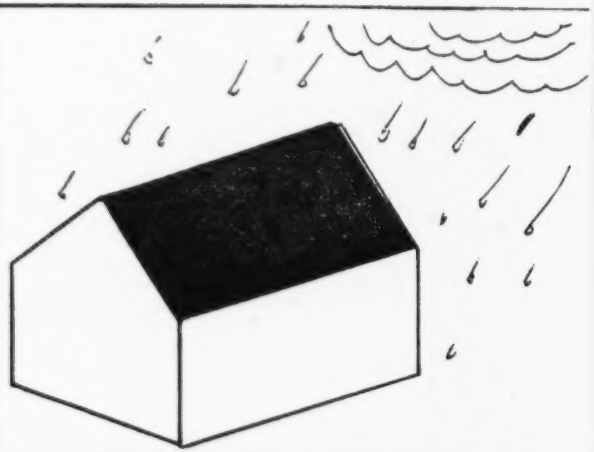
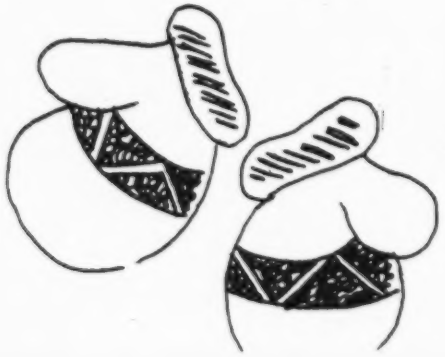
Around The Bend

Activity Sheet B-54

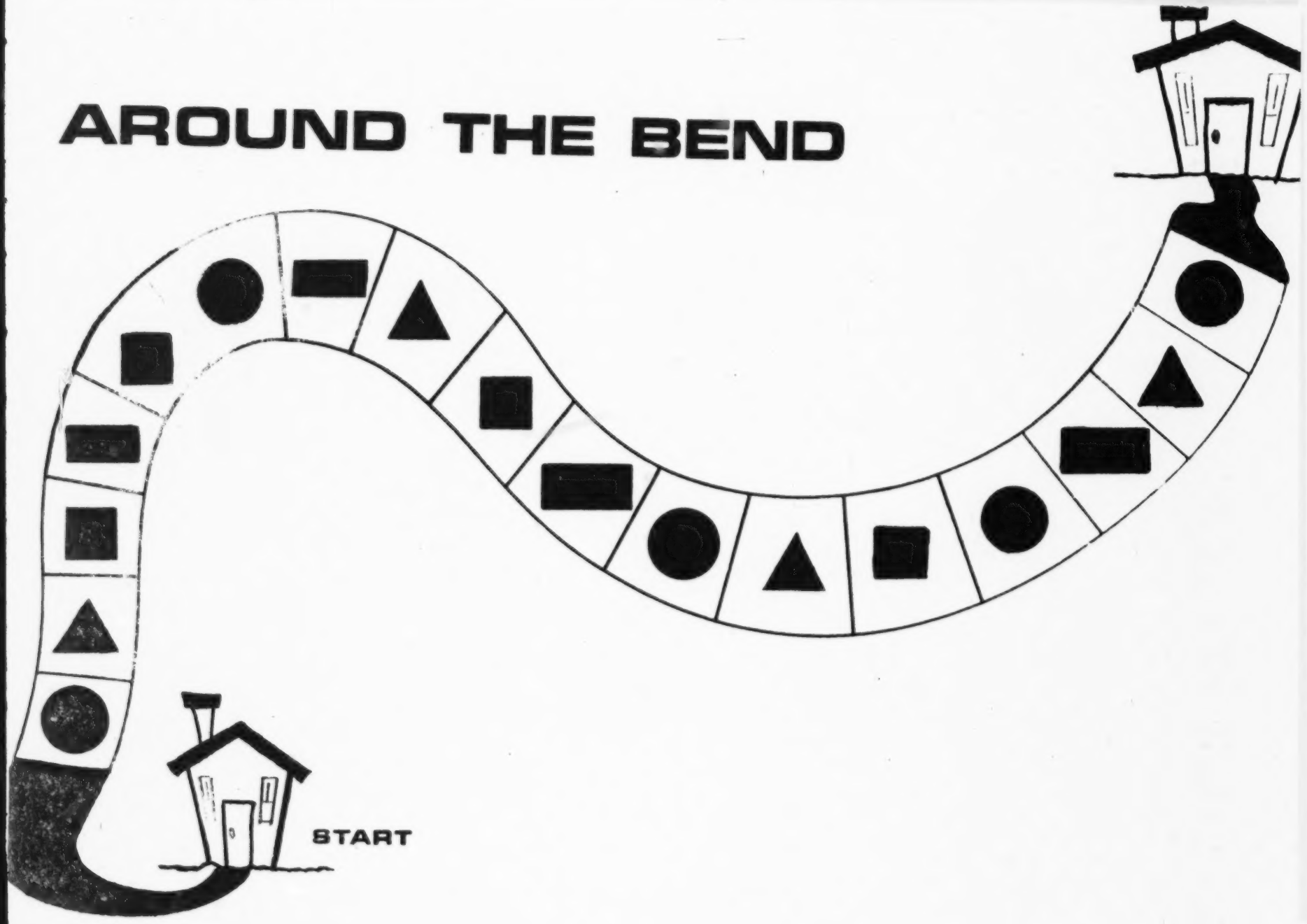








AROUND THE BEND



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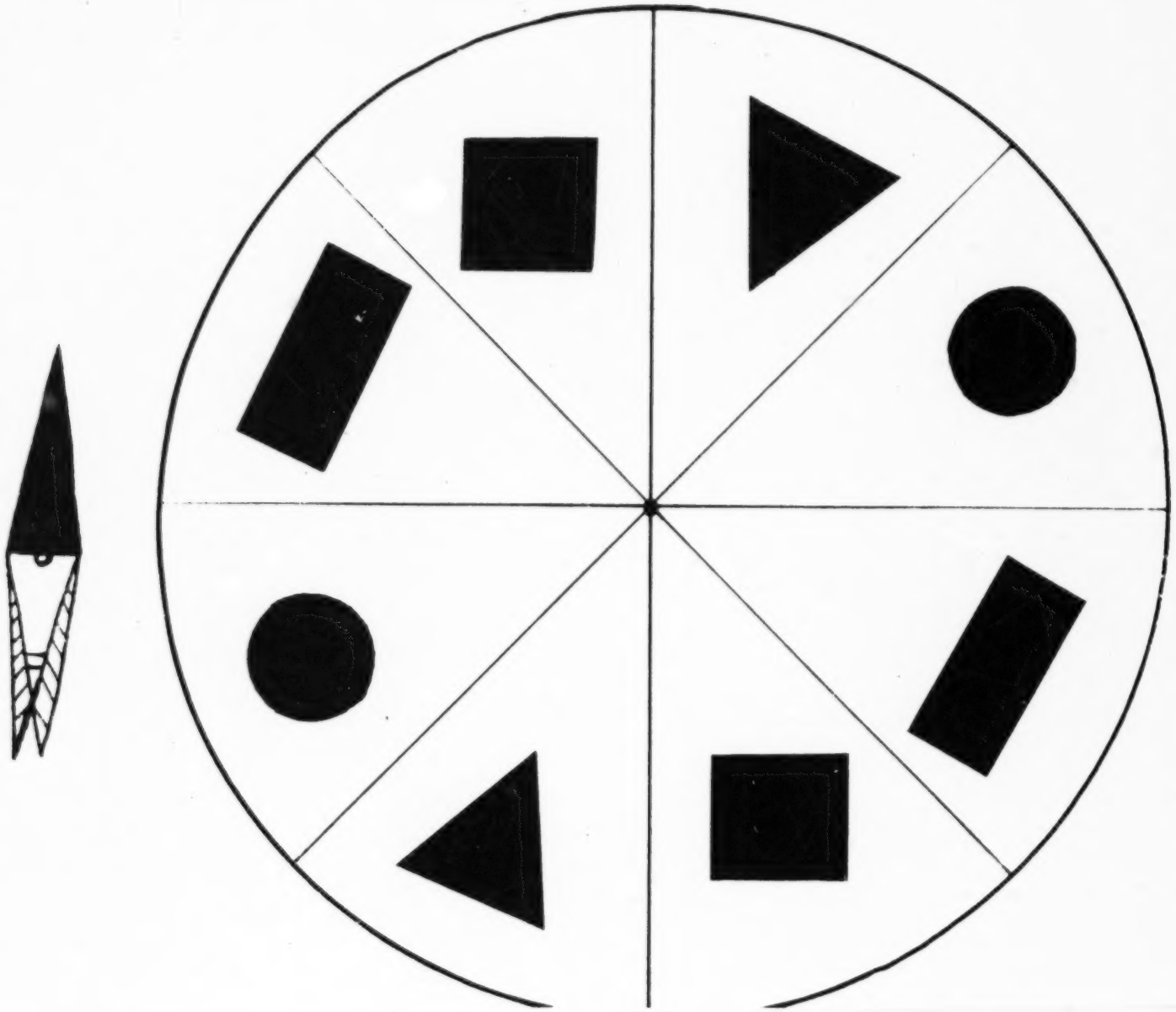

Appendix B

Home Visitor Activities

Home-Oriented Preschool Education

Volume 1 Suggestions for Home Visitors Number 14

For some of you, this week's programs are broadcast the week before Christmas, while for others they follow Christmas. In either case, the children will be interested in talking about their holiday activities.

Lessons for the week follow the theme "Becoming Aware of the World." On Monday the children will take part in activities that can help them learn about money. The lesson for Tuesday is planned to stimulate their curiosity. On Wednesday, weather is discussed. Encourage the child to talk about how weather is needed for sledding? for swimming? What are some of the things he likes to do on a rainy day? Observe the weather on the day you visit and discuss it with the child.

Thursday's lesson discusses the five senses: seeing, hearing, tasting, smelling, and feeling. As you talk about the weather, you might ask questions such as: How does ice feel to the touch? What about snow? What about sand on a hot summer day--on your bare feet (or a sidewalk on a hot summer day)? Have the child touch different objects or surfaces and describe how they feel to his touch. For example: Glass is smooth. Some rugs are rough. A hair brush is prickly. Ice is cold. A kitten is soft and warm. Talk with the child about sounds and things he sees. Encourage him to use sentences containing descriptive words. For example: Thunder sounds loud. The music is soft (or loud). The tree is green, tall, etc. Ask the child if he can name something that tastes sweet, sour, salty, etc. While talking about smell, you could mention the aroma of evergreen trees, flowers, foods, etc.

The children learn about birthdays on Friday; friendship and sharing is discussed. Now is a good time to look at the calendar. Perhaps the child can tell you when his birthday is and help you find it on the calendar. Ask the child how old he is. You might also talk about the birthday of other members of the family. Let the child tell you how he shares with his friends and family.

Appendix C

TOYS, BOOKS, AND OTHER SUPPLIES FOR MOBILE CLASSROOM
Home-Oriented Preschool Education

TOYS

Play panels
Play squares
Play rings
Folding doll house
Doll furniture
Dolls
Rubber zoo animals
Interlocking freight train
Interlocking tug train
Airplane puzzle
Boy puzzle
Girl puzzle
Tractor puzzle
Farmer puzzle
Delivery truck puzzle
Outfits for dolls
Matchbox cars
Boats
Balls
Plane (one)
Tractor
Truck
Fire engine
Traffic set
Phone
Rocket model
Counting blocks
Talk and picture stage
Rhythm sticks, plain
Rhythm sticks, beaded
Triangle and beater
Wrist bells
Cymbals and straps
Castanets on stick
Leader's baton
Xylophone
Tambourine
Tone block and mallet
Drummette and beater
Sand blocks
Maracas
Tom-Tom
Doctor puzzle
Nurse puzzle
Policeman puzzle
Fireman puzzle
Mailman puzzle
Street repairman puzzle
Carpenter's tools puzzle
Animals of the Zoo puzzle
Farmyard Animals puzzle
Vegetables puzzle
Favorite fruit puzzle
Happy Beaver puzzle
Puffy, the Engine puzzle
Tubby, the Tugboat puzzle
Jack Be Nimble puzzle
Mary Had a Little Lamb puzzle
Animals--concept builders puzzle
Little Red Riding Hood puzzle
In the City -- Giant everyday puzzle
Keeping Clean and Healthy puzzle
People We Know puzzle
Balloons
Twine
Paper punch
Plastick
Measuring cups (plastic)
Measuring cups (Stainless steel set)
Measuring cup (Pyrex)
Cookie cutters
Can opener
Funnel
Rolling pin
Cookie sheet
Large safety pins
Small safety pins
Thumb tacks
Sponge
Clothespins
Scarf
Biscuit cutter
Juice decantor
Freezer containers
Egg poacher
Baby bottle
Diapers
Oil cloth
Playskool barrels

Creative Playthings, Inc.

A640	Hi Diddle Diddle Seequees
A651	The Squirrel Seequees
A652	The Robins Seequees
A653	The Frog Seequees
A662	Seequee Building a House
A667	Seequee Story of Milk
A668	Seequee Grocery
B103	Miniature Toys By Pound
B148	Jumbo Truck & Box Trailer
B249	Jumbo Airplane
B305	Stat Rubber Comm. Workers
B583	Sculptured Wood Animals
B647	Half Scale Unit Blocks
B932	Beginners Blocks
B996	Arc Curves
G481	Steiff Dog Puppet
J092	Jumbo Colored Rods
P503	Spring-O-Lee
T749	Differences Puzzles (3)
A389	Perception Plaques, faces
B893	Jumbo Fire Engine
A390	Perception Plaques (clown)
D100	Doll House
D108	Doll House Furniture
	Flagg Flexible
	Play Dolls
	Family

BOOKS

Viking Press
The Turtle and the Dove
Don Freeman

Viking Press
Make Way for Ducklings
Robert McCloskey

Viking Press
In the Forest
Marie Ets

BOOKS (Con't)

Golden Press
Bambi

Golden Press
The Baby Animal Book
Daphne Davis

Golden Press
The Farm Book
Jan P. Floog

Golden Press
The Fish Book
Dick Martin

Walt Disney
Wild Animal Babies
Mary Schuchmann

Golden Press
The True Story of Smokey the Bear
Jane Werner Watson

Golden Press
The Animals of Farmer Jones
Richard Scary

Golden Press
Whatever Happens to Baby Horses?
Bill Hall

MacMillan Company
What Whiskers Did
Ruth Carroll

Henry Regnery Company
Snowball, the Trick Pony
Charles Fox

Viking Press
The ABC Hunt
Isabel Gordon

BOOKS (Con't)

Golden Press
My House Book
John Miller

Doubleday and Company
A Happy Nursery Book Homes
Virginia Parsons

Viking Press
Umbrella
Taro Yashima

Viking Press
Blueberries for Sal
Robert McCloskey

Viking Press
Lentil
Robert McCloskey

Viking Press
Just Me
Marie Ets

Albert Whitman and Company
Betsy-Back-in-Bed
Janice May Udry

Albert Whitman and Company
Next Door to Laura Linda
Janice Udry

Albert Whitman and Company
What Mary Jo Shared
Janice Udry

Atheneum
Harrison Loved His Umbrella
Rhoda Levine

William Morrow
Andy and the School Bus
Jerrold Beim

Franklin Watts, Inc.
Hooray for Jasper
Betty Horvath

Viking Press
Youngest One
Taro Yashima

Golden Press
The Color Kittens
Margaret Wise Brown

Viking Press
A Rainbow of My Own
Don Freeman

Lothrop, Lee & Shepard Company
Wake Up City!
Alvin Tresselt

Young Scott Books
While Susie Sleeps
Nina Scheider

Albert Whitman and Company
Here Comes The Night
Miriam Schlein

Lothrop, Lee & Shepard Company
Sleepy Book
Charlotte Zolotow

Houghton Mifflin Company
The Scary Thing
Laura Bannon

Golden Press
Snow White
Walt Disney

Lothrop, Lee & Shepard Company
Grandmother and I
Helen E. Buckley

BOOKS (Con't)

Random House
Grandmas and Grandpas
Alice Low

Lothrop, Lee & Shepard Company
Wake Up, Farm!
Alvin Tresselt

Viking Press
Beady Bear
Don Freeman

Young Scott Books
Mr. Tall and Mr. Small
Barbara Brenner

Golden Press
The Christmas Tree Book
Joe Kaufman

Golden Press
My Golden Book of Manners
Peggy Parish

Albert Whitman
What Do I Say?
Norma Simon

Parents' Magazine
Never Tease a Weasel
Jean C. Sowle

Atheneum
The Story of Olaf
James and Ruth McCrea

McGraw-Hill Book Company
The House That Jack Built
Paul Galdone

Viking Press
Rabbit Country
Denise and Alain Trez

Young Scott Books
High, Wide and Handsome
Jean Merrill

Golden Press
My Big Golden Counting Book
Lillian Moore

Lothrop, Lee & Shepard Company
Johnny Maple-Leaf
Alvin Tresselt

Lothrop, Lee & Shepard Company
Pick a Raincoat, Pick a Whistle
Lillian Bason

Thomas Y. Crowell
A Tree is a Plant
Bulla

Houghton Mifflin Company
Mike Mulligan and His Steam Shovel
Virginia Lee Burton

Golden Press
Summer is Here
Basic Science Series

Golden Press
Winter is Here
Row Peterson Unit Texts in
Basic Science Series

Golden Press
Fall is Here
Row Peterson Unit Texts in
Basic Science Series

Lothrop, Lee & Shepard Company
Autumn Harvest
Alvin Tresselt

Lothrop, Lee & Shepard Company
"Hi, Mr. Robin!"
Alvin Tresselt

BOOKS (Con't)

Houghton Mifflin Company
Too Much Noise
Ann McGovern

Golden Press
The Boat Book
Joe Kaufman

Golden Press
The Truck and Bus Book
William Dugan

Viking Press
The Boats on the River
Marjorie Flack

Prentice Hall
One Wide River to Cross
Barbara Emberley

Golden Press
The Up and Down Book
Mary Blair

Young Scott Books
Heavy is a Hippopotamus
Miriam Schlein

Parents' Magazine
How Far is Far
Alvin Tresselt

Lothrop, Lee & Shepard Company
Sun Up
Alvin Tresselt

Lothrop, Lee & Shepard Company
The Rain Puddle
Adelaide Hall

Lothrop, Lee & Shepard Company
Rain Drop Splash
Alvin Tressett

Lothrop, Lee & Shepard Company
Hide and Seek Fog
Alvin Tresselt

Golden Press
The Sunshine Book
Helen Federico

Viking Press
Gilberto and the Wind
Marie Ets

Viking Press
The Snowy Day
Ezra Keats

McGraw-Hill Book Company
Little Raccoon and the Thing in the Pool
Lillian Moore

Thomas Crowell Company
What Makes A Shadow?
Clyde Robert Bulla

Golden Press
The Hat Book
Leonard Shortall

Doubleday and Company
The Lonely Doll
Dare Wright

TEACHER'S BOOKS

One, Two, Buckle My Shoe
Illustrated by Gail Haley
Doubleday and Company

A Child's Garden of Verses
Robert Louis Stevenson
Illustrated by Gyo Fujikawa
Grosset and Dunlap

TEACHER'S BOOKS (Con't)

The Golden Mother Goose
Illustrated by Alice & Martin Provensen
Golden Press

Educational Games and Activities
Grade Teacher Magazine

The Golden Song Book
Golden Press

Hailstones and Halibut Bones
Mary O'Neill
Doubleday and Company

Fun While Learning
Harold and Mary Jane LeCrone

Let's Play a Learning Game
Harold and Mary Jane LeCrone

The Illustrated Treasury of Children's Lit
Grosset and Dunlap

The Book of Games for Home, School & Playground
Forbush and Allen
Holt, Rinehart and Winston

Making Music Your Own K
Silver Burdette Music Series

Making Music Your Own I
Silver Burdette Music Series

Animal Folk Songs for Children
Ruth Crawford Seeger
Doubleday

Growing With Music
Prentice - Hall, Inc. Music Series

SLIDES

State fair
Shodding horse
Boats
Bucket well
Tobacco plants
Mowing
Drilling well
Train trip
Bus trip to city
Slides of other countries
Houses
Around the Bend
Telephone repairman
Mailman
Farm
Patty buying boots
Hair
Barber shop
Train engine ride
Wheels
Round
Numbers
Market trip
Washington trip
Fire station
Baby and rabbits
Construction materials
Chicken and the Egg
Scenic Spots in the United States (Meston Co.)

FILMSTRIPS

Society for Visual Education, Inc., Chicago, Ill.

A444S	Seasons Adventures Set	
	Fall Adventures	A4441
	Winter Adventures	A4442
	Spring Adventures	A4443
	Summer Adventures	A4444
A853-3	Summer is Here	
A853-1	Autumn is Here	
T221-3	Houses	
T221-1	Airports and Airplanes	
T221-5	Our Post Office	
A246-12	Rudolph - The Red-Nosed Reindeer	

FILMSTRIPS WITH RECORDS

Society for Visual Education, Inc., Chicago, Illinois

C103-6	Speedy the Snail
C103-5	Chuckie Chipmunk
C103-3	Commencement at the Obedience Academy
C103-4	Silly Excuses
C103-1	Dr. Retriever's Surprise
C103-2	The Busy Bee
A420-4	Sights and Sounds of the City
A420-3	Sights and Sounds of the Farm

Eye Gate House, Inc., Jamaica, New York

25-A	Winter at Oaktree
25-B	Spring at Oaktree
25-C	Summer at Oaktree
25-D	Autumn at Oaktree

PICTURES

Instructo Products Co., Philadelphia, Pennsylvania

1150	At the Farm 5 prints
1151	In the City 5 prints
1160	Places We Visit 6 prints
1161	People We Know 12 prints
1162	Keeping Clean & Healthy
1215	Understanding Our Feelings 6 prints

Society for Visual Education, Inc., Chicago, Illinois

SP 142	Fall and Winter Holiday 8
SP 105	Pets 8
SP 112	Zoo Animals 8
SP 125	Family at Work and Play 8
SP 129	How People Travel in the City 8
SP 134	Children of North America 8

United Air Lines, P.O. Box 66141, Chicago, Illinois

2 sets, Historic Planes, 17 prints

Hayes School Publishing Co., Inc., Wilkinsburg, Pennsylvania

3-CP152, Classroom Pictures (Winter), 4 sets

Harcourt, Brace and World, Inc.

12 drawings, The Joan Walsh Anglund Sampler

PICTURES (Con't)

Dennison Manufacuring Co.,
Farmingham, Massachusetts

26 prints, Cut-out Prints of U.S. Coins

Keyworthy Educational Service, Inc.,

112, Nurseryland Pictures, 6 prints

MAGNETIC BOARD SETS

573	Plant Growth
577	Seasons
580	Community Helpers
582	Members of the Family

RECORDS

Children's Rhythms in Symphony (Bowmar)
Poems for the Very Young (Bowmar)
Songs for Children with Special Needs, #3 Folk Favorites (Bowmar)
Stories in Ballet and Opera - #58, Series 1 (Bowmar)
Oriental Scenes - #66 Series 2 (Bowmar)
Imagination and Insight - #7 Series 1, (Bowmar)
The World of Nature - #23 Series 2, (Bowmar)
Sights and Sounds - #26 Series 2, (Bowmar)
Science Concepts: First Steps - #27 Series 2 (Bowmar)
Peer Gynt Suites Number 1 and 2 - Carnival of the Animals (R.C.A.)
School Days - Songs to Grow on, Bol. 2 (Folkway)

RECORDS (Con't)

Kimbo Kids: Songs for Fun and Exercise (Kimbo Records)
Dance a Story: Little Duck (R.C.A.)
Dance a Story: At the Beach (R.C.A.)
Gettying a "Headstart" Through Music, Vol. 1 (Audio Recorders)
Classroom Rhythms (Classroom Materials Company)
Music Time with Charity Bailey (Folkway)
Holiday Sing Along with Mitch Miller (Columbia)
Experiment Songs: Dorothy Collins (Motivation Records)
Sousa Forever (R.C.A.)
My Playful Scarf (Childrens Record Guild)
Nothing to Do (Childrens Record Guild)
Folk Dances: Paw Paw Patch, Turn the Glasses Over (Folkcraft)
Folk Dances: Did You Ever See a Lassie?, Mulberry Bush, Carrousel (Folkcraft)
Folk Dances: How Do You Do My Partner, I Should Like to go to Shetland, Pease Porridge Hot (Folkcraft)
Folk Dances: Here We Go Lobbie Lou, Five Little Chickadees, Let Your Feet Go Tap (Folkcraft)
The Four Bears (Childrens Record Guild)
Listen and Do: Getting Ready to Read - record + dittos (Houghton-Mifflin)
Rusty in Orchestraville (Capital)

FLANNEL BOARD SETS

Instructo Products Co., Phil., Penn.

32	Rhyming Pictures
33	Opposite Concepts
34	Toy Chest of Beginning Sounds
36	Classification
55	Color Recognition
88	Farm Animals
90	Zoo Animals

FLANNEL BOARD SETS (Con't)

92	Our Pets
140	The Circus
142	Cars and Trucks
143	Trains
144	Water Transportation
145	Air Transportation
151	Community Workers
152	The Three Little Pigs
154	Goldilocks and the Three Bears
155	The Gingerbread Boy
156	Little Red Riding Hood
162	Three Billy Goats' Gruff
165	Mother Goose Rhymes
262	Plants and Food
263	Seeds and Their Travels
272	Water Cycle
281	Animals in Streams and Ponds

Instructo Products Co.

282	Animals in the Woods
283	Animals in the Field
284	My Face and Body
285	We Dress for the Weather

David Cook Publishing Company, Elgin, Illinois

A1555	Nursery Rhyme Teaching Pictures
225	Winkie and His Friends Story Kit
225	Winkie, the Teaching Bear Story Kit

Milton Bradley Company, Springfield, Massachusetts

7801	Lettters (Upper Case)
7802	Numbers
7804	Manuscript Lower Case Letters

FLANNEL BOARD SETS WITH RECORDS

A1523	Holidays
A1525	Seasons and Weather
A1526	Helping and Sharing
A1527	My Community
A1528	Circus

Appendix D

MOBILE CLASSROOM INSTRUCTIONAL GUIDE
Home-Oriented Preschool Education

Week 14

Goals	Suggested Activities	Suggested Materials	Evaluation and Comments by Teacher
Child listens/reacts to rhymes.	Encourage children to say favorite nursery rhymes.	Nursery Rhyme Book	
Child distinguishes rhyming words.	Discuss the rhyming words in the rhymes. Ask children to think of words that rhyme with their names.		
Child engages in basic forms of movement.	Suggest that the children run, walk, jump, and hop using Sound Activated Lighting Display.	Sound Activated Lighting Display	
Child identifies and applies time-related terms (today, yesterday, tomorrow).	Use time-related terms while talking with the children.		

MOBILE CLASSROOM INSTRUCTIONAL GUIDE
Home-Oriented Preschool Education

Week 14 (Cont'd.)

Goals	Suggested Activities	Suggested Materials	Evaluation and Comments by Teacher
Child engages in dramatic play.	Suggest that children act out scenes depicting different types of weather and ask group to guess what kind of weather is being depicted.		
Child listens/reacts to a story.	Read story and initiate discussion about it.	Book	
Child holds and uses a crayon comfortably.	Discuss birthdays and ask children to draw pictures about something that happened on their birthday. Discuss pictures.	Large sheet of paper Crayons	

Concepts to be reviewed/developed:
- Letters: r, B, m
- Numeral: 0
- Geometric shapes

Suggested stories:

Henny Penny

Hobar, Russell. Bread and Jam for Frances. Harper and Row

Carter, Katherine. Willie Waddle. Steck Vaughn Co.

Gibson, Myra. What is Your Favorite Thing to Hear? Grosset and Dunlap

Gibson, Myra. What is Your Favorite Smell, My Dear? Grosset and Dunlap

Gibson, Myra. What is Your Favorite Thing to Touch? Grosset and Dunlap

Steiner, Charlotte. My Bunny Feels Soft. Knopp

Buckley, Helen E. The Little Boy and the Birthdays. Lothrop, Lee and Shepherd Co., Inc.

Appendix E

PERSONAL ENROLLEE INFORMATION

Home-Oriented Preschool Education Program

Child's Name _____
(last) (first) (middle) (nickname)

Sex: M_____ F_____ Birthdate _____

Parent's Name _____

Home Address _____

_____

_____

Home Telephone _____

Neighbor's Telephone _____

Relative's Telephone _____

Transportation Arrangements to Mobile Classroom: _____

_____

_____

_____

Medical Information: _____

_____

_____

_____

Teacher's Personal Observations: _____

_____

_____

_____
Signature of Teacher

_____
Date child enrolled

Appendix F

The HOPE Development Staff

The following persons have made significant contributions to the development of the Home-Oriented Preschool Education Program. Two categories are recognized: Consultants--affiliated with other institutions while working with the Laboratory on a short-term basis; and Laboratory staff members--who have been full-time employees of Appalachia Educational Laboratory.

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Frank Hooper	West Virginia University
Della Horton	Peabody College
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Albertine Noecker	National College of Education
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JoAnn Strickland	University of Florida
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Herbert Wheeler	Pennsylvania State University

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Nita Nardo
Constance Muncy
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